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ABSTRACT

This paper suggests a model to integrate three essential thrusts in international education: (1) central concern with the future global society; (2) institutional cooperation across national/cultural boundaries; and (3) integrated planning on campuses, in individual schools, state or provincial systems, or national educational leadership agencies. It is suggested that the future global social system be the central core from which to evolve a definition and conceptualization of the field of international education and cooperation in education. The model assumes conceptions of preferred global futures as a necessary first element in avoiding vacuous and overly general educational purposes. Implementation of the model may result from initiative in any one of several places--individual national agencies, universities or colleges, school systems, international agencies such as UNESCO, the United Nations University, the Southeast Asia Ministers of Education Organization, foundations, and national or international funding agencies. (MM)

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INTERNATIONAL EDUCATIONAL COOPERATION AND THE WORLD'S FUTURE

(A Transitional Model of Educational Relations Across National/ Cultural Boundaries, Within the Context of Preferred World Futures, and As a Basis for Educational Planning)

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Introduction and Background

Introduction

This paper suggests a model intended to integrate three essential thrusts in international education: (1) central concern with the future global society; (2) institutional cooperation across national/cultural boundaries; and (3) integrated planning on campuses, in individual schools, state or provincial education systems, or national educational leadership agencies.

While educational institutions and systems have responsed in various ways to the far-reaching and revolutionary social changes occurring since World War II, it can be argued that they have not taken full account of the complex, basic and accelerating nature of change which daily confronts mankind with what Toffler calls "the premature arrival of the future." This criticism applies to education's response to social change both in the less developed and the industrially advanced countries, and it relates to the redefinition of meaning and direction in life increasingly dominated by technology. It applies in particular to the contribution of education to the reorientation of international relations, the recognition of cultural pluralism, the search for more effective means of dealing with major global problems, and to the means of ordering an increasingly integrated world.

The many initiatives in international education of the past several decades provide a foundation for this model, and its implementation relies on the increased sophistication in world affairs in most countries of educational and other professional leaders, and of government; it

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assumes greater awareness of world phenomena by the ordinary citizen. The many kinds of cooperative experience among educators, institutions, agencies and countries also add to the potential foundations for a forward thrust. The model depends especially on the expertise and insight of experienced international and comparative educators whose competencies are not fully challenged by current efforts to relate education to the contemporary world.

Background

For this audience it is not necessary to trace the history of international education nor to review in any detail the various efforts that have been made to strengthen this dimension of education. Brief commentary will be made on some elements of experience since World War II to identify factors supportive of the model and inadequacies to which the model intends to be responsive; also, very recent and promising initiatives will be mentioned.

Many international education programs fall under the category of "necessary-but-insufficient." This is true of the early UNESCO thrust which was based on the assumption that ignorance contributes to international conflict and therefore knowledge of other nations, societies and cultures contributes to peace and harmony. In 1950 Reinhold Niebuhr pointed up the limitations of this assumption in stating: "Some of the most terrible conflicts in history have occurred between neighbors who knew each other quite well. . . . Actually the most tragic conflicts are between disputants who know very well what the other party intends, but are forced by either principle or interests to oppose it." *

Efforts conceived largely to enhance national prestige and influence in the community of nations are questionable if international cooperation rather than competition is to be given priority.

Other efforts may be judged ill-conceived in part when they are influenced by models created from the experience of the powerful, industrial societies, models

*Reinhold Niebuhr, "The Theory and Practice of UNESCO," International Organization, Vol. IV (Boston: World Peace Foundation, 1950), p. 6.

which, for various reasons, turn out to be inappropriate or undesirable for other societies, and possibly for the future global society.

The following items, while not intended to constitute a full critique of experience during the past several decades, indicate some elements of experience related to the model to be suggested:

-following the UNESCO lead, a majority of international education programs have focused on international understanding (defined as friendliness for other peoples) and knowledge of other cultures; other purposes which derive from an analysis of the realistic needs of world peace and a better world have been given lower priority, including knowledge of power politics, strategic wisdom necessary for effective international relations, understanding of various ideologies and political systems, knowledge of international economic processes, sensitivity to the gross inequities among peoples of the world, understanding of the dynamics of international decision processes, and awareness of the nature and extent of technological growth and ensuing social change in the world.*

-a variety of approaches have gained prominence in recent years--study abroad, interdisciplinary studies of world problems, study of international organizations and relations, development studies, and comparative study of religion, politics and education, and peace studies, to name only some--and, promising as these and culture area studies are, their introduction into educational systems has been sporadic, piecemeal, partial and uncoordinated, touching only some schools, colleges and universities, and only some students in these institutions.

-while non-traditional studies and experience have entered the picture--interdisciplinary studies, work-study experience abroad for academic credit, and greater recognition of the place for sociology and anthropology, for instance--the traditional disciplines, particularly history, and established teaching methodologies continue to hold sway, for the most part. The cause of improved international education has not joined effectively with the several other forces for reform in education, in spite of the potential mutualities that exist.

-the parochial view of mankind's experience and the force of nationalism continue to pervert many attempts to provide education for an increasingly unified world. The "cold war" between the West and socialist nations, the drive among developing peoples for national unity and status among nations, the ominous threat of nuclear warfare, the uncertainties resulting from a rapidly changing world, the vested economic and political interests which many nation-states feel must be protected or pursued, and the slowness with which effective transnational institutions are taking shape, are some of the explanations for the perpetuation and growth of nationalism. A provincial

*For a helpful analysis of the objectives of international education see: Ralph Hunkins, Education for International Understanding: A Critical Appraisal of the Literature (An unpublished doctoral dissertation available from University Microfilms, Ann Arbor, Michigan, 1968)

view of the world remains in many textbooks, is passed on by teachers and supported by home conditioning.*

-while extensive quantitatively, incidents of cooperation among educational institutions and agencies in different countries have seldom meant the coming together of equals, have usually been based on Western models of "development," have assumed largely a one-way flow of benefit, and have served the interests of individual nations more than the cause of building continuing institutions and relations helpful to world order. A common basis for cooperation on which many nations can come together has been illusive.

-that element of educational systems which occupies a particularly potential position of strategic leverage, teacher education, has been less responsive in this area than other elements. Analysis of the papers on the place of international and comparative studies in teacher education presented at the First World Congress of Comparative Education Societies in Ottawa reveals few creative or innovative approaches. Two studies sponsored by the American Association of Colleges of Teacher Education report that the response of teacher education institutions has been minimal.** (Perhaps it is a paradox that a majority of the international and comparative educators in the United States are employed by these institutions)

-while a certain amount of forward thrust was generated during the period ending in the mid-1960s when strong leadership and support were provided by the foundations and governmental agencies, sustained priority has been difficult for reasons of competition with other pressing problems, in part, but also because international educators have not generated a coherent conceptualization, rationale, set of purposes and strategy as a basis for communicating effectively with fellow educators, community leaders, state and national politicians, and others who strongly influence educational policy and the allocation of resources.

Promising New Developments

The above paints a discouraging picture; there are, however, a number of very recent initiatives that are promising and which relate to the model to be suggested. They include the following:

-the World Council for Curriculum and Instruction, born out of the World Conference on Education at Asilomar, California in 1970, is moving ahead on a number of cooperative projects dealing with education for peace, world-based curricula, and learning for global survival.

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*For recent reviews of the status of efforts in the United States towards world education see the recently issued series of booklets: Global Dimensions in U.S. Education, Charles Bloomstein, general editor (New York: Center for War/Peace Studies) 1972.

**See Harold Taylor, The World and the American Teacher (1968); and Frank Klassen, David G. Imig, and Joost Yff, The International Dimension of American Teacher Education (unpublished); Washington: American Association of Colleges of Teacher Education.

-the World Order Models Project, sponsored by the Institute for World Order, involves academics and others from eight different parts of the world in formulating proposals for the structure of global relations in the decades ahead.

-Universities and the Quest for Peace, an organization with university membership around the world, is establishing in Geneva a transnational studies center committed to the promotion of education free from national bias.

-the Management Institute for National Development in New York City has developed a model curriculum for a one-year course in global systems and human development for use at the secondary or undergraduate level.

-the new guidelines for innovative programs in general education and teacher education under the National Defense Education Act, Title VI, administered by the U.S. Office of Education, has spurred experimentation with interdisciplinary programs in a few colleges and universities aimed at providing an international dimension in general education and teacher education programs.

-the International Educational Achievement Project of the Stockholm based International Association for the Evaluation of Educational Achievement, although it deals so far largely with traditional, cognitive-oriented teaching objectives, is building a fabric of cooperation among more than twenty countries which should have implications for other kinds of cooperative effort.

-a number of peace research centers have emerged during recent years, dealing in part with the development of approaches to the injection of the study of peace, world order and other world problems into secondary and college curricula.

-The creation of the United Nations University which will coordinate a network of research agencies throughout the world concerned with major global problems has been accepted by the international community of nations and has the potential of providing needed intelligence on central concerns of the present and future world community.

Three major categories of questions emerge from the above critique of past experience: those dealing with rationale, conceptualization, definition and central purpose; those dealing with the organization and tasks of international cooperation intended to serve mutual purposes; and, those concerned with planning in educational institutions, agencies and systems that aims at basic reorientation of purposes and programs for all students. The suggested model outlined below is intended as one way of approaching these questions.

The Model

The Future as a Central Thrust

It is suggested that the future global social system be used as the central

core around which to evolve a definition and conceptualization of the field of international education and cooperation in education. Cooperation across national and cultural differences requires a common sense of purpose and a shared vision of ultimate goal. Cooperation in education both holds the potential for developing a shared view of the future and depends on the emergence of such a view. The future of global society becomes, then, the raison d'etre of international education and the framework within which educational programs in each country can be planned.*

Some critics of international educators question such purposes as "internationalism" or "world-mindedness," both in terms of their vacuousness and in terms of the difficulties of developing allegiances to a social system as large and as complex as world society.** They are also concerned with the probable conflicts between loyalties to a national system and the global system. On this latter point, there is nothing new about conflict of loyalties as an element of normal human existance; as a partial answer to the problem, it is suggested that the claims of nationalism might be reduced through education to make for a more balanced complex of allegiances in each personality. For our purposes here, however, these problems are recognized as part of the task of devising a meaningful approach to an inevitable situation; it is assumed that some form of global social system now exists and that a more mature and complex system cannot be deterred, given the forces that technology and the explosion of knowledge have let loose in the world. The task for education is to enter more significantly into the process of defining the desired nature of the future global society and to so

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*For an exposition of this position see: Margaret Mead, "The Future as the Basis for Establishing a Shared Culture: in Daedalus, 1965.

**See James A. Nathan,"International Relations for Beginners: The World for Scholars and Children" in Comparative Education Review, Vol. 18, No. 1, 1974

educate that citizens and leaders of the future are competent to guide future events--to make choices that seem promising of a more humane world society than will be the case without such guidance. Answers to the many profound and complex questions involved are not available; hopefully, they will emerge through greater attention to the future; the students in our schools and colleges will benefit from wrestling with these questions as part of their education. This seems a more realistic alternative than to wait until the elders think they have the answers and decide to impose them on the young.

On this latter point, in the article footnoted above, Nathan states: "Expecting youngsters to value multiple loyalties before there have evolved processes or institutions which can elicit loyalties is putting the cart before the horse. It is manipulating these emotions before they have firm roots in the hope that these loyalties, in themselves, will serve as a prerequisite for the later development of institutions. It is propaganda which aims to shape a future which an elite assumes should and will come about." (p.77) On the contrary; it seems more reasonable to see global education as an attempt to free youngsters from the inhibitions in which nationalism and parochialism have entrapped them and from the propaganda of narrow socialization processes so that they can participate in grappling with world realities. In the process identities will be built with human efforts across traditional constraints--identities and allegiances that follow naturally from meaningful human relationships rather than take shape as the result of propaganda.

Elements of preferred world futures. While international or global education programs cannot assume a particular model of world organization, they should provide for study of what appear to be desirable elements of future global society, elements which are responsive to the major problems and alternatives which must be taken into account as man attempts to shape his own future. Cooperative efforts to redesign educational programs with a future orientation should

include initial and continuing research and analysis on the future (see below); the following elements are suggestive of the problem areas that systematic thought will need to address:

-Cultural and social pluralism. Cultures are stubbornly persistent; they also change, as a result of their own dynamics as well as cross-fertilization from other cultures. They rest on historic roots and provide continuity necessary for human identity and meaning in life. Among them they contribute a rich variety from which alternatives can be chosen as world community takes shape. They make possible a creative synergism productive of alternative answers to problems not found in any one culture. They stand as a fortress against the standardization which some social planners would insist on as a necessary element in planning for the future.

-Shared values, goals, aspirations and experience. The other side of the coin to cultural pluralism is that of shared visions and values, common experience and problems, and of increasing world-wide participation in the application of science and technology to those problems. To argue for recognition of plural means of social expression is to affirm the constancy across cultural differences of human characteristics--basic needs, critical frustrations, gropings for the future, and abilities to reach out beyond self through imagination, creativity and forward planning.

-Identity with mankind. Pictures of the earth as a "blue marble" sent back by the astronauts enroute to and from the moon help to reestablish the unity of mankind and the oneness of the earth. The term "reestablish" is appropriate today when nationalism has grown to dominate man's thinking. This was not always the case. Previous to the peaking of nationalism in Europe in the 18th century, the major religions of the world stressed the universal, the oneness of mankind and a sense of world community. Toynbee and other scholars consider nationalism a provisional stage of man's social development; in this view the regionalism that is emerging in Western Europe, Southeast Asia and Latin America is a hopeful sign.

-Modified nationalism. While broader senses of human community will develop, other focuses of loyalty and identity will continue, including nationalism. Some futurists insist that human survival depends on the elimination of traditional cultures and all vestiges of national identity;* it seems realistic, however, to talk first of the necessary modification of nationalism. Certain conceptions of nationalism are clearly obsolete including these: that the good of the nation-state is the highest good; that sovereignty entitles a nation to pursue what it judges to be its "national interests" regardless of the effects on other nations and peoples; that each nation can decide for itself when its actions should be subject to the jurisdiction of established international courts; that war is an acceptable means for the nation-state to use in winning international disputes; that military might and expertise are to be equated with courage, determination and other "manly" virtues.

*For instance, see W. Warren Wagar, Building the City of Man (New York: Grossman Publishers, 1971)

-System for ensuring world order. While cultural pluralism, shared values, identity with mankind and modified conceptions of nationalism are necessary elements in any alternative world future, they are only the foundation stones. At the heart of a humane world social system is an equitable and effective system for settling conflict situations, resolving disputes and adjudicating grievances among political units and groups of people in the world. While the maintenance of peace is the sine qua non of world order, an acceptable world order system must not be dependent on the will of a small number of powerful nations who set the terms of peace in keeping with their economic and political interests.

-Institutions for equitable solution of world problems. A just and humane global social system requires the means of going beyond the absence of war alone--a "negative peace." World order model builders speak of a "positive peace" in which institutions and procedures would emphasize four interrelated central values:* the minimization of large-scale collective violence, the maximization of social and economic welfare, the realization of fundamental human rights and political participation, and the rehabilitation and maintenance of environmental quality.

-Just and equitable international economic order. Models of development based on Western and/or Soviet concepts of economic institutions and values, and dominated by unplanned explosion of technology are becoming increasingly suspect. The emergence of a more socially just and humane international economic order will depend on new answers to the problems of dependency-interdependency among powerful and weaker nations, regulation of world trade, management of scarce resources, political control over multinational corporations and cartels, equity in the uses of knowledge, and planning the processes of production, distribution and consumption to serve humane ends.

-Broadened and coordinated systems of participation. The future global society should not be determined by the elite and the powerful alone. Effective means of participation by the less powerful nations, minority groups, lower classes and groups of people lacking a political voice will require the elimination of colonial regimes, diffusion of establishment power, elimination of ignorance and illiteracy, and the greater uses of communications technology to bring people more generally into the determination of public policy.

-Public system for monitoring the present and anticipating the future. Change is occurring so rapidly and in so many aspects of life that the ordinary citizen can only wait for the next turn of events whether it be the outbreak of war in an apparently unlikely corner of the earth, the sudden realization of a world-wide energy crisis, or the emergence of pollution fall-out from the industrial complex which threatens health, food sources and survival itself. Effective social change indicators are needed and information resulting from systems of monitoring critical events and processes throughout the world should be made available widely as a basis for public policy decisions and planning for the future. Considerable sophistication exists in the management of information and in analyzing it as a basis of decisions in industry and government. The nature of dispersed participation in preferred social futures requires the means of making such information and its implications available more generally.

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*See Richard A. Falk, A New World Order for the 1990s (New York: Institute for World Order, 1973)

Future Global Society and Educational Purposes

This model of international education assumes conceptions of preferred global futures as a necessary first element in avoiding vacuous and overly general educational purposes. The above is one attempt to project a desirable world future and to indicate some of the world problems with which the future society must deal. Obviously, projections of the future will be inaccurate and partial but they should improve as needed competencies are developed and as man takes greater command of the processes of social and technological change. Accuracy of projection may be less important than active participation by educators, community leaders and students in wrestling with and influencing the shape of the future.

Socio-political theory needed: It is necessary to have a conception of the global social systems that are preferred--this is suggested above; this conception becomes the basis for the ultimate goals for education and for socio-political action. It is also necessary to understand where the world stands today in relation to these goals. Furthermore, if education is to play a role in preparing citizens and leaders capable of helping society to move from here to there, an understanding of the various decision-making institutions, arenas and processes is needed, and knowledge of the actors in these processes. Socio-political theory then becomes imperative as an aid in understanding how the several elements are integrated into a system of decision-making which functions in the day-to-day operations of world society.

Arenas and actors. As the global system becomes increasingly integrated it becomes increasingly complex. A simple model has the nation-state as the main actor and the arena is traditional diplomacy and international relations. This simple model no longer obtains, however. The nation-state is still central, however, and the rich and powerful nations too often dominate the stage and write much of the script for the community of nations. International organizations, while still largely subservient to the major powers, constitute another complex of actors more important as a vehicle for assuring a voice for the less powerful nations than as an arena in which key decisions are made. Multinational corporations have grown in wealth and power to influence the decisions of the nations in which they are based and, in some cases, to be the determining force in key international decisions.* A loose consortium exists among universities and scholars, research institutes, professional organizations and foundations, constituting a knowledge group interacting with and serving other actors in the world arena. The world communications system is still another actor, using highly tecnological instrumentations, linking the other actors and providing informational services important to the total system. A vast array of social,

*See Robert O. Keohan and Joseph S. Nye, Jr. (eds.), Transnational Relations and World Politics (Cambridge: Harvard University Press, 1972)

cultural, philanthropic and other voluntary organizations play minor but contributory parts in the complex drama.

Citizen-leader role competencies. The above discussion of the decision-making processes is intended only to suggest the scope and complexity of the emerging global social system in operation. A more complete analysis is required as a basis for a comprehensive ordering of the roles to be played by persons educated to relate to the system, influence its values and directions, and participate in it. These roles would vary from country to country, depending on socio-cultural values, political system and status in the world community; for a democratic society the following is one way of depicting the roles: participant in informed dialogue on world affairs topics; informal and formal teacher of children, youth and adults regarding global society; community activist on behalf of particular national policy alternatives; citizen-to-government official regarding world issues; diplomatic representative to other nations or to international and world agencies; international civil servant or professional worker; participant in international service, business, educational or communications organization; people-to-people builder of world community; "world citizen" owing minor allegiance to any one nation-state or society.

However the roles are conceptualized, this necessary task provides the basis for identifying the citizen-leader competencies in terms of which to design instructional programs. Competency-oriented educational purposes and the educational programs planned to accomplish them will vary, naturally, in terms of what is needed by the general citizen and by the international professional or government worker, for instance. They will also vary by level of education, subject-matter area, student background and other variables.

Cooperation as Strategy

The second component of this model of international education is cooperation across national and cultural boundaries. In a very real sense, international education cannot be planned and implemented by educators of a single nation or by persons who are unicultural. To a greater extent, adequate education for a global future is not likely to result from the efforts of persons culturally bound by perspectives, values and sensitivities. Past efforts which have involved a modicum of cooperation usually have been flawed by the easy projection of the values, orientations and interests of the dominant members of the cooperating group.

Cooperation across national and cultural differences, then, becomes a strategy whereby resulting educational efforts can become truly international and global in character and purpose. To accomplish this objective, the following elements of a cooperative thrust are suggested:

Composition of cooperative group. For practical purposes of management and logistics, it is suggested that cooperative groupings be created involving five or six different countries. These countries should represent significant historical, cultural and socio-economic differences. The composition should be such as to minimize the likelihood of domination by any one nation or culture. An illustrative group might include Japan, Peru, India, Kenya, Sweden and the United States.

Participating counterpart institutions. As far as is feasible, counterpart institutions or agencies should constitute each cooperative grouping. A group might be made up of universities or colleges with similar purposes in the countries represented. Provincial and/or state departments of education could comprise another group, assuming similar functions are performed by these units in each country. Individual schools or school districts, of one level or primary through secondary is another possibility. Obviously, the cooperative task involving any one type of institution or agency would need to recognize the total educational system in each country, and the competence of comparative educators would be of help in interpreting systems across national and cultural differences.

Commitment and support. The task suggested herein is not one which will be accomplished in a short period of time nor through casual effort. The cooperative groupings we are suggesting should, over time, be multiplied in number and kind so as to constitute a complex network of mutual participation in designing the future. For hope of success, commitment is needed on the part of governments and institutional leadership. Financial support should come from the countries and institutions involved, supplemented by grants from foundations and/or international agencies.

The agenda of cooperating groups. The following agenda is suggested as an approach to the total and continuing task of cooperation:

1. Initiating the analysis of alternative world futures and working towards concensus to the extent possible on desirable aspects of future global society. This should involve the best minds available from each country including futurists, relevant other scholars and educators. While the task is a long-range one, early spin-offs or tentative reports should be made available as a basis for work on other agenda items which could be taken up simultaneously or in early succession.

2. Designing educational purposes, through analysis of relevant literature on contemporary characteristics of the emerging global social system, study of the possible means of influencing and participating in that system and its reorientation, and exploration of the citizen-leader qualities the task involves, keeping in mind the kind of future world the cooperative group envisions.

3. Cooperative review of curricula and textbooks related to the study in each country of the other countries in the group, and of historic international events in which two or more of the cooperating countries were involved. The

long-range objective would be curriculum and textbook guidelines for the reorientation of social science, humanities and other relevant instruction. (It is not assumed that agreement would be easily reached in this highly emotional area; cooperative grappling with this task, however, would be a spur to autonomous decisions by each country to move away from national and parochial orientations in educational materials)

4. Identification of critical world problems that should be given more adequate treatment in educational curricula and the development of guidelines for the treatment of these problems. Review of existing teaching approaches would be carried out, again to shed light on the need for reorientation towards common perspectives and the needs of global society.

5. Review of educational exchange, recognizing that study abroad is more important for some educational purposes than others and that there are some kinds of learning critical to the world's future which can only be accomplished through cross-cultural experience. Biculturality would be one such objective; each society needs increased numbers of leaders who have the qualities of biculturality for informed and sensitive participation in the culturally plural world, and the growing number of international and transnational agencies also require these competencies. High priority should be given then, to the use of educational exchange to accomplish what it alone can contribute, with lower priority being given to other purposes, such as transfer of technology, which may be less relevant in a reordered world.

6. Review of existing special institutions available to the group for expert in-put on problems generated by cooperative planning. Such institutions may exist under the aegis of nation-states, such as the East West Center in Hawaii or the International Peace Research Institute in Oslo; others may be organs of international agencies such as the Transnational Studies Center of Universities and the Quest for Peace in Geneva or UNESCO.

7. Consideration of possible institutions and/or programs which should be initiated to further development of the means of continuous cooperation in education. For instance, each country might establish a study and research center for culture learning. Learning another culture, in contrast to learning <u>about</u> another culture, should be viewed as a positive goal rather than a rejection of one's roots. There is some evidence that persons who are bicultural are more creative, flexible, tolerant of ambiguities and adjustable to new situations. More research is needed on such possibilities.

The above is suggestive of the agenda of cooperation; it is only a beginning and should be considered as such.

Cooperation in designing educational approaches to the future global society may have considerable strategic power for several reasons. In the first place, it increases the probability of escape from the constraints of the big-power and technology-dominated world society of the present and from the contentions of everyday events, focusing on the future as common ground. The natural competition among nations which cooperation might generate could be a positive motivating

force. Problems considered too sensitive for unilateral cross-cultural research could be viewed in a neutral light and approached comparatively on a basis of mutuality. Carefully planned group effort would be more likely to get the attention and support of governments. Group concern across national boundaries could lead to greater cooperation on some of the major global problems, study of which would grow out of cooperation in education. And, finally, some of the elements of the "avoidance syndrome" associated with previous models of cooperation might be minimized--half-hearted agreement on unrealistic objectives, assignment of second-rate personnel, failure to follow through on plans apparently agreed to, and partial support.

Comprehensive and Integrated Educational Planning

The third component of this model is effective educational planning. As indicated in the introductory sections of this paper, much of what has been accomplished in international education has resulted from ad hoc, fragmentary, unsustained, and uncoordinated efforts by individual educators, single institutions, and particular nations largely through unilateral action. The time to "get it all together" is long overdue. To accomplish this will entail comprehensive and integrated planning at many levels and in a variety of arenas. This model suggests cooperative planning among small groupings of nations and involving counterpart educational institutions. For the purpose of illustrating some of the necessary elements of effective planning, the university will be used as the unit of involvement. The following, then, constitute central elements in more effective planning of international education programs on campus:

Institutional policy establishment. The establishment of institutional policy regarding international programs is a prime requisite for effective planning to involve the whole institution in cooperation with counterparts in other countries. This should be accomplished through established means for setting or altering institutional policy. This will vary by country and type of institution or agency. For an American university, academic policy is usually set by the faculty operating through its senate, with concurrence by academic administrators and the board of trustees; nothing less than formal formulation of policy will provide the necessary base from which to proceed with planning for

international programs.

Administrative leadership. The leadership of responsible administrators at the top and at lower levels is important. Leadership functions include promulgation throughout the institution of established policy and the assignment of high priority. In the case of an American university, it includes interpretation of the importance of international education to the board of trustees, key political leaders, public and private bodies in the community, and to the public in general. Clear understanding of purpose and strong support will be necessary to bring about acceptance of a change in orientation throughout the total program.

Reoriented general education. The general education program of the university should carry the major burden for providing those learning opportunities related to competencies essential for all citizen-leader roles expected of university graduates. All schools and colleges of the university should participate in planning the program, thus making it possible for the general and special studies of some students (future teachers, for instance) to be coordinated effectively. The program should have strong roots in culture studies, should include interdisciplinary and comparative material, and should provide for several perspectives on global problems and international processes.

Special studies. At both the graduate and undergraduate levels the curriculum should include a variety of academic and professional thrusts for those students desiring to assume special roles in the emerging global society. These programs should be sensitively designed in relation to those qualities needed to contribute towards preferred future world society.

Curriculum design factors. The total curriculum should be viewed as a whole and study opportunities planned and orchestrated in terms of student needs. Several coordinated in-puts are suggested: culture and language study relating to a small and varied number of geocultural areas of the world, topical-problem studies of selected problem and process concerns of the world, international and cross-cultural emphases in disciplinary studies in the social and behavioral sciences and humanities, and infusion into appropriate courses throughout with phenomena drawn from the global arena and other societies. While leaving considerable freedom to students in designing their own study programs, the university should clearly include preparation for roles in the future global society as an understood aspect of higher education for all students.

Off-campus learning opportunities. Study abroad, living and working in other countries, cross-cultural experience in minority communities in the home country, internship experiences with government and international agencies, and other off-campus learning opportunities should be carefully planned to complement on-campus study. Students who elect such opportunities should do so in terms of their study objectives and needs and not in terms of whim, financial factors, family background and other factors which make for opportunistic or accidental inclusion of experiential elements in their programs.

Foreign students as a resource. To accomplish the task, every possible resource should be used. Foreign students and visiting foreign faculty members are a unique resource on most campuses and special steps should be taken to benefit from their different perspective and special talents. Their association with other students is an effective means for informal learning across cultures. Foreign students and visiting foreign scholars should be recruited in terms of their

relation to the central thrusts of the international studies programs on campus.

Extension activities. As the abilities of the university to speak to the central concerns of a future world society mature, international and cross-cultural learning opportunities should be systematically built into extension programs. Three kinds of purposes would be served: general education and information on world affairs for citizens, special learnings for priority groups such as teachers in schools and colleges, general public understanding of the importance of this dimension of education.

Planning priority. Development of the program dimensions mentioned above should be given high priority in the university's planning and leadership functions. Faculty and student committees should be formed with clear-cut responsibilities for aspects seen as integrated parts of the whole. Special responsibility should be assigned to academic administrators and special positions created for leadership and coordination at the college and university-wide levels. The several publics which the university serves may be brought into the planning. In every way possible, the most effective planning procedures and assignment of support should be provided.

Institutional planning and international cooperation. Institutional membership in a cooperating group of counterpart institutions from a small number of other countries and cultures will provide a major resource for institutional planning. While membership in the group will be voluntary and decisions made on an autonomous basis, participation in the group will provide critical spurs to break out of the unicultural and national approaches to international and world studies. Faculty members and academic administrators will represent the institution in the task forces, steering committees and program committees of the cooperating group. Scholars from the other universities will be available as curriculum consultants on other cultures, world problems and international processes. Student exchange with these particular universities will provide an input. The working papers, interim reports, curriculum and text guidelines and other products of the cooperating group over time should be useful in stimulating needed reorientations of curriculum, teaching and the overall ethics of the university.

Initiating Implementation of the Model

The world is going through a transitional process from the period of imperial control prior to World War II until a coherent global social system comes into being. During this period educational institutions around the world have made sporadic attempts to recognize the many revolutions that are going on and to respond sensitively and effectively to them. They have done so without the guidance of clear policy directions or sense of role. Many efforts may be judged by history as contributing to a better and more effectively ordered world and others may be judged to have been opportunistic and responsive to drummers out of the past. The intent of this model of international educational

planning is to suggest a framework for thinking and planning that may help education to break out of past and parochial constraints and to take leadership in creating a more humane, just and coherent global society. Whether or not the ideas and approaches suggested herein have any merit will depend on the extent to which they contribute to change in practice--in the orientation of educational objectives, cooperation across national and cultural boundaries, and in what is actually taught in educational institutions.

Implementation of the model may result from initiative in any one of several places. Individual national agencies, universities or colleges, or school systems might move to build on existing cooperative experience and invite counterparts from a small number of selected other countries to join in an exploratory conference, and move on from there. International agencies such as UNESCO, the United Nations University, or the Southeast Asia Ministers of Education Organization, could take the initiative. The foundations, national or international funding agencies could initiate proposal guidelines suggesting the kind of cooperation described herein.

Whatever use might be made of this model as outlined will benefit from analysis and discussion by informed educators. The next step is for an appropriate agency or group of cooperating institutions to accept the challenge.